DOCUMENT RESUME

ED 345 910 RC 018 687

AUTHOR	Claus, Richard N.; Quimper, Barry E.
TITLE	State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report. 1991-92.
INSTITUTION	Saginaw Public Schools, Mich.
PUB DATE	Feb 92
NOTE	34p.; For the 1990-91 report, see ED 338 461.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Bilingual Education; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Limited English Speaking; Migrant Education; *Migrant Programs; Parent Participation; Program Evaluation; *Reading Instruction; *Remedial Instruction; Tutoring
IDENTIFIERS	*ECIA Chapter 1 Migrant Programs; *Michigan

ABSTRACT

This report presents results of a process evaluation of Michigan State bilingual education and migrant education programs. The programs provide counseling and supplemental instruction in reading, mathematics, and communication to 761 bilingual students and 855 migrant students. The process evaluation was accomplished through a questionnaire to all state bilingual/migrant teachers, advisors, and aides (N=19). Reported strengths of the programs were the use of a variety of strategies, weekly meetings with students, and an emphasis on reading instruction, flexibility in subjects covered, and monitoring of student progress. Ideas for future program improvement include more individualization, more resources, more diagnostic information, and more parent involvement. Reported weaknesses were large variations in student load by staff members, a need for inservice instruction for aides and regular education teachers, a need for access to student test scores, and a lack of accelerated instruction. Recommendations for program improvement include: (1) increasing parental involvement; (2) providing inservice education to regular education staff; and (3) centralizing sites for the bilingual and migrant services. Appendix A presents identification and eligibility procedures for state bilingual and migrant students. Appendix B includes a memo to bilingual and migrant staff about how to complete the evaluation questionnaire and a copy of the questionnaire. Appendix C provides questionnaire results. (KS)

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EVALUATION REPORT

STATE BILINGUAL AND ECIA
CHAPTER 1 MIGRANT PROCESS
EVALUATION REPORT

1991-92

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

RC 018687

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STATE BILINGUAL AND ECIA
CHAPTER 1 MIGRANT PROCESS
EVALUATION REPORT

1991-92

An Approved Report of the

Department of Evaluation, Testing, and Research

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School District of the City of Saginaw

February, 1992

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PROGRAM DESCRIPTION

The Section 41, State Bilingual Education program, and the E.C.I.A., Chapter 1, Migrant Education program are programs designed to meet the special educational needs of bilingual and migrant students in the School District of the City of Saginaw. These programs were operated by the school district during the 1991-92 school year.

The State Bilingual and Migrant programs operated at 24 elementaries, four junior highs, and both high schools. Instruction was provided primarily on a pullout basis, with each student receiving approximately thirty minutes of supplemental instruction per week.

State Bilingual Program

The State Bilingual program served approximately 761 students during the 1991-92 school year. The vast majority of the students were Hispanic, with a small number of Laotian (Hmong) students completing the program population.

Instruction was provided to K-6 students primarily in the area of reading. Students in grades 7-12 also received instruction in the basic skills, as well as counseling and support services.

The State Bilingual program served students whose primary language was other than English, or who came from a home environment where a language other than English was regularly used.

Migrant Program

The Migrant program provided supplemental reading, mathematics, and communication skills instruction for the children of Migrant workers. A total of 855 students K-12 participated in the program.

The Migrant Education program served students whose families follow the crops or fishing industry for a livelihood, and as a result the students experienced educational discontinuity.

Eligibility Criteria For Both Programs

Although the program philosophies differ, the student populations overlap because, in most circumstances, a student in the Migrant program comes from an environment where English was not the primary language spoken in the home. In view of this fact, these two programs cooperate as one, the staff serving the students were the same, and all materials and activities were shared by the programs.

A complete description of student eligibility criteria for each program is given in Appendix A. It should be noted that the State Bilingual program does have a complex set of criteria to be satisfied before a child can participate. However, the basic element in the eligibility process is collecting a Home Language Survey (HLS) from all potentially eligible students district-wide.

PROCESS EVALUATION PROCEDURES

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that influence a program's outcome. For these programs, the process evaluation was accomplished by a questionnaire to all State Bilingual/Migrant teachers, advisors, and aides (N=19).

The questionnaires were mailed through interoffice mail on Friday, January 31, 1992. All State Bilingual/Migrant staff were requested to return their completed surveys by February 7, 1992 (see Appendix B for a copy of the instrument).

PRESENTATION OF PROCESS DATA

The 1991-92 State Bilingual/Migrant Process Evaluation Questionnaire (see Appendix B) was sent out to staff members through interoffice mail on January 31, 1992. Respondents were to return the completed questionnaires no later than February 7, 1992. This deadline was extended until February 17, 1992 when 17 of 19 (89.5%) staff members (six teachers, three advisors, and eight aides) had returned their questionnaires.

What follows are the salient points stemming from this year's process evaluation efforts of the 1991-92 State Bilingual/Migrant programs. The program evaluator and supervisor reviewed the results and summarized them into a set of statements that were categorized as indicating a strength, or a weakness. The major findings follow. The tabulated results from all respondents can be found in Appendix C.

STRENGTHS OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs by the supervisor and evaluator, the following strengths appear noteworthy.

State Bilingual/Migrant Combined

- Staff members assist students in a multitude of areas (reading, language/English, math, writing, science, and counseling) as they attempt to build on student strengths in their attempts to upgrade students' academic abilities (questions 2 and 3).

Bilingual

- Open-ended responses of teachers concerning their incorporation of instructional theory into practice techniques suggest that they are being successfully used to bring about more effective instruction and greater learning for Bilingual students (question 14).

- Bilingual teachers and aides offer a great variety of strategies for working with Limited English Proficiency (LEP) students and their families (question 13).

- All Bilingual teachers serve all their State Bilingual students on a weekly basis (question 12).

- Both teachers and aides concentrate their weekly Bilingual instruction time (expressed as a percentage) in the area of reading (60% and 57% respectively) (question 11).

Migrant

- Both teachers and aides concentrate most of their efforts in the area of reading (teachers 60% and aides 57% of their time) (question 4).

- A review of the average number of time spent weekly per student and the variation of these times by staff member categories suggest that the program allows flexibility in the subject areas covered (question 4).

- Monitoring of student progress is accomplished mainly through teacher contacts, attendance records, and report cards. However, staff members do monitor progress by one or more of the following:

  -- observation/classroom contact,
  -- progress charts,
  -- student file folders/portfolios, and
  -- follow-up drill (question 5)

- All staff members report that they have California Achievement Test (CAT) information and a majority report they use this information in instruction/advising (question 6).

State Bilingual and Migrant - Recent Actions To Change Program Operation

- It is encouraging that program staffs are supportive of efforts to use a centralized site as the State Bilingual/ Migrant Center to provide better instructional programming. However, it appears staff see no concrete efforts to obtain a centralized operational site(s) (question 16).

Future Program Improvement Ideas

- Staff have a number of ideas on how to individualize a program of improvement for each student. These ideas seem like a good starting point to build a more individualized program (question 18).

- Most staff members see the need for more resources (more time for regular teacher contact, spending more time in subject area(s) indicated, more materials like and/or unlike the regular classroom teacher, etc.) as better ways to bring about more effective individual improvement plans with the help of the regular teacher (question 19).

- Additional diagnostic and general information needed by staff for developing individual improvement plans include the following: MEAP scores, informal reading inventories, teacher report data on student having particular problems, parent report data on specific help that their son or daughter may need, and expectations of parents regarding their child's progress (question 20).

- State Bilingual/Migrant staff see any improved instructional system to bring about more individual improvement planning for students should involve the following: more inservice education of regular education teachers to increase their awareness of the multi-cultural issues in learning, and materials that take these issues into account, centralized bilingual site, parent involvement techniques, and emphasis of the basic skills (question 21).

- A number of suggestions were offered by State Bilingual/Migrant staff regarding additional approaches and/or materials that would be needed to provide for individual improvement plans. These suggestions included: hire more bilingual/migrant teachers to increase contact; purchase additional reading textbooks, learning games, and high interest paperbacks/ trade books; provide parents with materials to help their children at home; and design a "New Strategic Plan" for minority children (question 22).

WEAKNESSES OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following current weaknesses appear noteworthy.

State Bilingual/Migrant Combined

- While the average number of students seen per staff member for State Bilingual and Migrant (72 and 88 for teachers, 19 and 64 for advisors, and 33 and 42 for aides for each program respectively) seems reasonable, the large variations of student load by staff member beyond these reasonable limits seems like an area to improve (question 1).

- Overall, aides need more instruction relative to all seven Michigan Migrant Program Topics than either teachers or advisors (question 8).

Migrant

- Most teachers (83.3%) and aides (100.0%) do not have MEAP scores to help diagnose student weakness (question 7).

State Bilingual And Migrant - Recent Actions To Change Program Operations

- While some methods given show that some staff have modified instruction to make it somewhat accelerated, staff members generally have not taken steps to accelerate instruction for Bilingual/Migrant students (question 15).

- It appears little action has been taken to obtain a statement from the Board of Education that this district will seek staff members with a strong commitment to empowering language minority students (question 17).

Future Program Improvement Ideas

- Staff members see the primary barrier to providing a better education to language minority students to be that regular education teachers appear unaware of the student's language minority background and how being sensitive to the student's needs could enhance their effectiveness (question 23).

RECOMMENDATIONS

The recommendations that follow are based on this year's process evaluation and are intended to help bring about State Bilingual/Migrant program improvements. These recommendations take nothing away from a program that continues to show results in meeting the needs of disadvantaged language minority students.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of the many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved would feel part of the proposed new operation of the program.

1. Research on parental and family involvement supports the pivotal role that families can play for increasing the educational accomplishments of their students. The State Bilingual/Migrant program can build upon parental involvement in several ways.

    - Parents or guardians are expected to affirm an agreement that clarifies the goals of the school and the obligations of parents, pupils, and school staff. Parental obligations include:

        - ensuring that their children go to bed at a reasonable hour and attend school regularly and punctually;
        - setting high educational expectations for their children;
        - talking to them regularly about the importance of school;
        - taking an interest in their children's activities and the materials that the children bring home;

- encouraging their children to read on a daily basis;

- ensuring that independent assignments are addressed; and

- responding to queries from the school.

Schools only become successful when parents, pupils, and school staff work together.

- Parental participation must be fostered in the governance structure of the school and the State Bilingual/Migrant program through membership on task forces, planning councils, steering committees, etc.

- Parents must be given frequent opportunities to interact with the school program and school staff through an "open door" policy and a parent lounge, as well as receive training for providing active assistance to their children. Such training might include the following:

  - Skills for working with a child;

  - Academic skills necessary to understand what the child is doing;

  - Adult basic education training to provide parents with the necessary academic foundation; and

  - Training on how to assist a child to complete homework on a daily basis, etc.

2. A set of district supported inservice offerings to regular education staff should be continued and highlighted and strongly supported by curriculum heads (assistant superintendents for elementary, secondary, special and adult and continuation education) such that these training sessions enhance the awareness of staff regarding LEP students, increase the strategies available to deal effectively with multi-cultural issues in student learning, allow teachers a greater understanding of cultural differences and how these difficulties may be used to achieve greater academic attainment, etc.

3. Due to the small number of students at each of our school sites and the limited number of State Bilingual/Migrant staff members, it may be more feasible if a centralized site for State Bilingual/Migrant services at the elementary, junior high, and high school levels is established. These centralized sites would hopefully use site-based decision making where one of their major priorities would be greater academic achievement in LEP, Migrant, and minority students from a multi-cultural background. Hopefully, schoolwide Chapter 1 funds and general fund support would be allocated to these sites to help alleviate the inadequate resources to carry out the mission of Bilingual/Migrant education and providing much needed assistance to disadvantaged language minority students.

APPENDICES

APPENDIX A

IDENTIFICATION AND ELIGIBILITY PROCEDURES FOR STATE BILINGUAL AND MIGRANT STUDENTS

State Bilingual

The first step in this procedure is that of student identification. Potential students are identified by means of a Home Language Survey (HLS). The survey is designed to determine if: 1) the native or first language is other than English or; 2) a language other than English is regularly used in the student's home or environment. Students in grades K-2 are eligible for the program on the basis of the HLS and parental permission. Students in grades 3-12 go through a more extensive eligibility system which is described below.

In addition to the HLS, students in grades 3-12 are also tested on one or two instruments for program eligibility. Students, who are new or have never been in the Bilingual program, are tested with a test of oral English proficiency. In Saginaw, the Language Assessment Battery (LAB) test is used for this purpose and is usually administered in the fall of each year. If the student scores at or below the 40th percentile, then the student is eligible. However, if the student scores above the 40th percentile, then the student an English reading achievement test. The California Achievement Tests CAT) are used for this purpose. If the student scores at or below the 40th percentile on CAT, then the student is eligible for the program. Finally parental permission is needed for program participation.

APPENDIX A

Students in grades 3-12, who were in the Bilingual program the previous year, go through a somewhat different eligibility procedure. These students are subject to a program exit criterion which is based on the student's post-test English reading achievement score. If the student's post-test score remains at or below the 40th percentile, the student is ineligible. However, eligibility is based on either the oral English language proficiency test score or the English reading achievement test score. In addition, a score that is used for eligibility is to be the result of a test administration no earlier than the spring of the preceding school year. It is, therefore, possible for a student to exceed the 40th percentile on the reading achievement test and become eligible when retested with the oral English proficiency test. The final eligibility requirement is that students:

> ... shall be enrolled in the Bilingual instruction program for three years or until the child achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever comes first.[1]

---

[1] Administrator's Manual for Bilingual Education Programs in Michigan 1979-80. Bilingual Education Office, Michigan Department of Education, February, 1979, Appendix A, page 4.

APPENDIX A

Migrant

Eligibility for the Migrant program is based solely on whether a student is one of three Migrant designations. The district does, however, attempt to serve those students with the greatest academic need, and nearly all Migrant students scored at or below the 40th percentile on an English reading achievement test.

The three designations of Migrant students are:

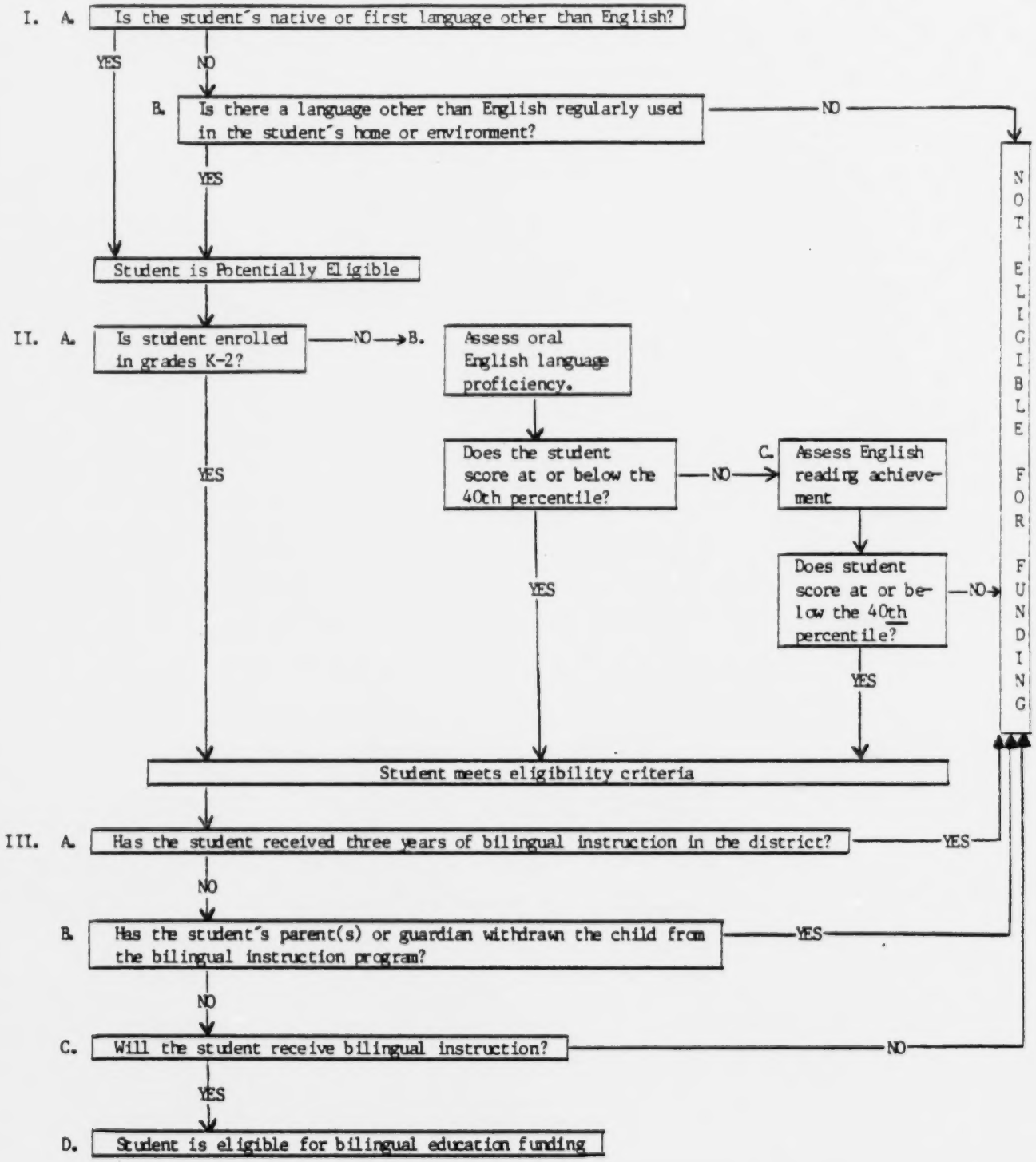
1) Interstate: Student has moved within the last year across state boundaries.

2) Intrastate: Student has moved within the last year across school district boundaries within the state.

3) Five Year Settled Out: Student has remained within a school district for at least five years.

APPENDIX A

PROCEDURES FOR THE IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION FUNDING SUMMARY FLOW CHART


I. A. Is the student's native or first language other than English?
YES
NO
B. Is there a language other than English regularly used in the student's home or environment?
NO
YES
NOT ELIGIBLE FOR FUNDING
Student is Potentially Eligible
II. A. Is student enrolled in grades K-2?
NO → B.
Assess oral English language proficiency.
YES
Does the student score at or below the 40th percentile?
NO
C. Assess English reading achievement
YES
Does student score at or below the 40th percentile?
NO
YES
Student meets eligibility criteria
III. A. Has the student received three years of bilingual instruction in the district?
YES
NO
B. Has the student's parent(s) or guardian withdrawn the child from the bilingual instruction program?
YES
NO
C. Will the student receive bilingual instruction?
NO
YES
D. Student is eligible for bilingual education funding

APPENDIX B

SCHOOL DISTRICT OF THE CITY OF SAGINAW

DEPARTMENT OF EVALUATION, TESTING & RESEARCH

TO: State Bilingual/Migrant Staff

FROM: Richard N. Claus RNC

RE: State Bilingual/Migrant Process Evaluation 1991-92

DATE: January 31, 1992

To help assist in planning efforts and to document certain aspects of the Bilingual/Migrant program, the Evaluation Department is requesting that each staff member complete the attached questionnaire.

Teachers who serve a number of buildings will only have to complete a single questionnaire. However, it is very important to note differences between buildings if your answer to the question differs from building to building. For example, if scheduling is a problem at one of the two buildings you serve, please indicate which building it is a problem at and which building it is not a problem at.

Please answer all questions as completely as possible. All individual responses will be kept confidential! Return the questionnaire via interoffice mail to the Evaluation Department no later than February 7, 1992.

If you have any questions, please call Richard Claus at extension 307.

RNC/ms

Attachment

cc: Barry E. Quimper
Raul Rio

APPENDIX B

1991-92 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE

Staff Member Completing: _____
Building(s) Served: _____
Date: _____

Please indicate the position(s) you serve in the Migrant/State Bilingual Program with a check mark:

_____ Teacher
_____ Advisor
_____ Aide

1. How many students per week do you serve by building and program?

Building	Number of Students	
	Migrant	State Bilingual
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Students Served	_____	_____

2. In what subject areas do you assist Migrant students? _____
_____

3. In what subject areas do you assist State Bilingual students? _____
_____

If you serve **MIGRANT STUDENTS** please answer questions 4-10. If you serve **BILINGUAL STUDENTS** please answer questions 11-14. All staff members please answer question 15-23.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

_____
_____

6. Do you have a listing of your students' CAT scores (Yes/No)? _____ If yes, please describe the primary ways you have used this information in your instruction.

_____
_____
_____

7. Do you have a listing of your students' MEAP scores (Yes/No)? _____ If yes, please describe the primary ways you have this information in your instruction.

_____

_____

_____

8. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan Migrant Program topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following topics.**

	UNDERSTANDING			
	COMPLETE			LACK
8a. Migrant education rules and regulation	1	2	3	4
8b. Migrant education program operation procedures	1	2	3	4
8c. Migrant education curriculum	1	2	3	4
8d. Migrant education student assessment and evaluation	1	2	3	4
8e. Data elements required for the Migrant Student Record Transfer System (MSRTS)	1	2	3	4
8f. Data elements required for health records	1	2	3	4
8g. Procedures for data collection and reporting for the purpose of program evaluation	1	2	3	4

9. Would you feel comfortable if you were required to collect and document all pertinent data for MSRTS (Yes/No)? _____ Briefly explain your answer.

_____

_____

10. Do you feel that you have the required knowledge to effectively and efficiently collect all pertinent data which will be required for the program evaluation form (Yes/No)? _____ Briefly explain your answer.

_____

_____

State Bilingual

11. What percentage of your weekly time with State Bilingual students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

12. Out of the total number of Bilingual students you serve, how many students do you serve each week? _____

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13. In what way do you work with the general education building staff to develop strategies for working with limited English proficient (LEP) students and their families? Please list in some detail the strategies which you have found successful.

14. In what way do you incorporate Instructional Theory Into Practice (ITIP) into your bilingual instruction? Please list in some detail the strategies which you have found successful.

State Bilingual and Migrant - Recent Actions to Change Program Operation

15. What methods have you employed to accelerate learning of your students?

16. To the best of your knowledge, what is the status of using a centralized site as the State Bilingual/ Migrant Center to provide instructional programming to disadvantaged language minority students?

17. To the best of your knowledge, what action, if any, has been taken to obtain a statement from the Board of Education that this district will seek staff members with a strong commitment to empowering language-minority students?

Future Program Improvement Ideas

18. How might the present approach of working on three key reading objectives be expanded to individualize a program of improvement for each of your students?

19. How would you work with the regular classroom teacher in picking up individual student needs data to tailor-make and better carry out these individual improvement plans?

20. What additional diagnostic and/or general information would you find helpful in developing the individual improvement plans?

21. What type of instructional system would you suggest in providing services outlined in the individual improvement plans? Any operational design and/or detail you could suggest would be helpful.

22. What additional approaches and/or materials would be needed to effectively provide instruction using individual improvement plans for Migrant/Bilingual education?

23. In your opinion, what are the primary barriers to providing a better education to language minority students?

Thank you for your cooperation in completing this questionnaire.

APPENDIX C

1991-92 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE RESULTS

Teacher (N=6)
Advisors (N=3)
Aides (N=8)

1. How many students per week do you serve by building and program?

	Average Number of Students Served Per Staff Member		Limits of Number of Students Served Per Staff Member	
	Migrant	State Bilingual	Migrant	State Bilingual
Teachers	88	72	64-115	20-111
Advisors	64	19	32-110	18-22
Aides	42	33	0-79	0-52

2. In what subject areas do you assist Migrant students?

Subject Area	Teachers	Advisors	Aides
Reading	6	1	6
Language	2	1	2
English	2	-	-
Math	6	1	6
Speaking	1	-	-
Writing	1	-	1
Science	1	-	-
Social Studies	1	-	-
All Academics	-	-	2

3. In what subject areas do you assist State Bilingual students?

Subject Area	Teachers	Advisors	Aides
Reading	6	1	6
Language	2	-	2
English	2	1	1
Writing	1	-	-
Math	5	1	6
Science	-	-	1
All Academics	-	2	1
No response	-	-	2

APPENDIX C

If you serve **MIGRANT STUDENTS** please answer questions 4-10. If you serve **BILINGUAL STUDENTS** please answer questions 11-14. All staff members please answer questions 15-23.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

AVERAGE PERCENTAGE

Subject Area	Teachers %	Advisors %	Aides %
Math	12	13	27
Reading	60	13	57
Study Skills	14	10	5
Counseling/Guidance	11	53	4
Other:			
Staff/Parents	1	-	-
Culture	2	-	-
Interpreting Spanish	1	5	1
Paper work	-	5	-
Writing	-	-	1
Phonics	-	-	1

LIMITS OF PERCENTAGE RANGE

Subject Area	Teachers %	Advisors %	Aides %
Math	5-20	5-25	8-50
Reading	20-80	5-25	25-90
Study Skills	0-40	0-25	0-30
Counseling/Guidance	5-20	10-80	0-10

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

Response	Teachers	Advisors	Aides
Contact with teachers	4	2	3
Attendance records	3	-	2
Report cards	3	-	-
Folders of student work	2	-	2
Progress charts	1	-	-
Observation/classroom contact	2	2	-
Student referrals	-	2	-
Follow-up drill	-	-	2
No response	-	-	1

6. Do you have a listing of your students' CAT scores (Yes/No)? If yes, please describe the primary ways you have used this information in your instruction.

Response	Teachers	Advisors	Aides
Yes	6	3	6
No	-	-	2
No response	-	-	-

Response	Teachers	Advisors	Aides
Group students according to need	3	-	4
Work with low scoring students	-	3	-

7. Do you have a listing of your students' MEAP scores (Yes/No)? If yes, please describe the primary ways you have used this information in your instruction.

Response	Teachers	Advisors	Aides
Yes	1	2	-
No	5	1	8

Response	Teachers	Advisors	Aides
Helpful/saves time	-	1	-
Student schedules and special programming to meet student needs	1	1	-

8. How would you rate (on a scale of 1-4) your knowledge and understanding of the following Michigan Migrant Program topics. A rating of 1 indicates a complete understanding and 4 indicates a lack of understanding of the topic. **Please circle the number which best indicates your understanding of the following topics.**

	AVERAGE RATING ON 4-POINT UNDERSTANDING SCALE		
	Teachers	Advisors	Aides
8a. Migrant education rules and regulation	1.50	1.00	1.86
8b. Migrant education program operation procedures	1.50	1.00	1.86
8c. Migrant education curriculum	1.17	1.33	2.43
8d. Migrant education student assessment and evaluation	1.50	1.33	2.86
8e. Data elements required for the Migrant Student Record Transfer System (MSRTS)	1.17	1.00	2.71
8f. Data elements required for health records	1.67	1.33	3.00
8g. Procedures for data collection and reporting for the purpose of program evaluation	1.67	1.00	3.28

9. Would you feel comfortable if you were required to collect and document all data for MSRTS (Yes/No)? Briefly explain your answer.

Response	Teachers	Advisors	Aides
Yes	3	2	4
No	2	1	4
No response	1	-	-

"Yes" Response	Teachers	Advisors	Aides
Child's history is essential	2	1	1
Worked on this in summer program	1	-	-
Would conflict with giving help to students	-	-	1
Given opportunity and training	-	-	1

"No" Response	Teachers	Advisors	Aides
Goes beyond educational needs	2	-	-
Requires centralized processing of data	-	1	-
Not enough time to teach/advise and gather data	-	1	-
No training	-	-	3

10. Do you feel that you have the required knowledge to effectively and efficiently collect all pertinent data which will be required for the program evaluation (Yes/No)? Briefly explain your answer.

Response	Teachers	Advisors	Aides
Yes	4	1	3
No	2	1	5
Unsure	-	1	-

"Yes" Response	Teachers	Advisors	Aides
Helps with end of year documentation	3	-	1
Efficiently collected data	-	1	-
Given opportunity and training	-	-	2

"No/Unsure" Response	Teachers	Advisors	Aides
No essential to student's education	1		-
Isn't my job	-	1	-
Form should be attached to make question more answerable	-	1	-
Chance and/or workshop is needed	-	-	4

APPENDIX C

State Bilingual

11. What percentage of your weekly time with State Bilingual students do you spend on each of the following:

AVERAGE PERCENTAGE

Subject Area	Teachers %	Advisors %	Aides %
Math	11	13	26
Reading	60	13	57
Study Skills	14	13	7
Counseling/Guidance	11	50	4
Other:			
Staff/Parents	1	-	-
Culture	2	-	-
Interpreting Spanish	1	5	1
Paper Work	-	5	-
Phonics	-	-	2

LIMITS OF PERCENTAGE RANGE

Subject Area	Teachers %	Advisors %	Aides %
Math	5-20	5-25	8-50
Reading	20-80	5-25	20-90
Study Skills	0-40	5-25	0-20
Counseling/Guidance	5-20	10-70	0-10

12. Out of the total number of Bilingual students you serve, how many students do you serve each week?

Response	Teachers	Advisors	Aides
All	6	1	4
68%	-	1	1
28%	-	1	-
No response	-	-	4

13. In what way do you work with the general education building staff to develop strategies for working with limited English proficient (LEP) students and their families? Please list in some detail the strategies which you have found successful.

Response	Teachers	Advisors	Aides
Teacher's edition reading manual in the areas of oral language and phonics	3	-	-
Work with classroom teacher to focus student assignments	3	-	-
Consultation with classroom teacher	2	-	-
McGraw Hill reading books for supplemental instruction	1	-	-
Work with parents and staff	-	2	4
Work with students	-	2	-
"Reading progress" program which uses a tape and book to follow along with	-	-	1
Review of homework given by regular education teacher	-	-	1
Assist students according to need	-	-	1
Giving tests	-	-	-
Explaining text	-	-	-
Work on study skills	-	-	-

14. In what way do you incorporate Instructional Theory Into Practice (ITIP) into your bilingual instruction? Please list in some detail the strategies which you have found successful.

Response	Teachers	Advisors	Aides
Adjusting methods	5	-	-
Purpose of learning/anticipatory set	4	-	-
Teaching to the objective	4	-	2
Motivate students	3	-	1
Modeling	3	-	-
Closure to lesson	3	-	-
Practice of lesson taught	3	-	-
Set standards	1	-	-
Pre-test	1	-	-
Post-test	1	-	-
Speaking Spanish	-	1	-
Counseling/guidance	-	1	-
Review of previous lesson	1	-	-

APPENDIX C

State Bilingual and Migrant - Recent Actions to Change Program Operation

15. What methods have you employed to accelerate learning of your students?

Response	Teachers	Advisors	Aides
Encouragement and praise	3	-	2
Make sure students understand lesson	2	-	-
Coordinate lesson with teacher	1	-	-
Talk about student progress	1	-	-
Check work	1	-	-
Cooperative learning	1	-	-
Semantic maps and "KWL" reading activities	1	-	-
Teamwork	1	-	-
Information about college, tutors and group discussion	-	1	-
Learning disable, math, reading, English, Science	-	1	-
One-on-one help	-	-	1
Group readings with students	-	-	1
Use learning games that are also fun	-	-	1
Teaching using new methods	-	-	1
Allow faster students to become class leader	-	-	1
Small groups	-	-	1
Teach students to take responsibility for their own learning	-	-	1

16. To the best of your knowledge, what is the status of using a centralized site as the State Bilingual/Migrant Center to provide instructional programming to disadvantaged language minority students?

Response	Teachers	Advisors	Aides
State bilingual/migrant staff supportive	4	1	3
Nothing being done	1	1	-
Okay, if it is done after school	-	1	-

17. To the best of your knowledge, what action, if any, has been taken to obtain a statement from the Board of Education that this district will seek staff members with a strong commitment to empowering language-minority students?

Response	Teachers	Advisors	Aides
Very little, if any, action taken	4	3	2

APPENDIX C

Future Program Improvement Ideas

18. How might the present approach of working on three key reading objectives be expanded to individualize a program of improvement for each of your students?

Response	Teachers	Advisors	Aides
Pre-test, instruct, post-test	2	-	1
Use of portfolios	1	-	1
Whole language approach with trade books and in content areas	1	-	-
Tutoring	-	-	1

19. How would you work with the regular classroom teacher in picking up individual student needs data to tailor-make and better carry out these individual improvement plans?

Response	Teachers	Advisors	Aides
Work with compensatory and regular education teachers to develop plan	4	-	-
Work with regular teacher on a weekly basis	3	-	3
Employ different teaching strategies than regular teaching	1	-	1
Design student referral form teachers would use	-	2	-
Part of scheduled bilingual class	-	1	-
Spend more time in subject area indicated	-	-	1
By using same materials and objectives used by classroom teacher	-	-	1

20. What additional diagnostic and/or general information would you find helpful in developing the individual improvement plans?

Response	Teachers	Advisors	Aides
MEAP scores	3	-	1
Informal reading inventories	1	-	-
Shared information from classroom teacher	1	-	-
All data in CA-60 folder	1	-	-
Special learning/emotional problems	1	-	-
None indicated	1	-	-
List of students doing poorly academically or not understanding materials	-	1	-
Parents involved with school	1	-	-
More about character and value of home situation	1	-	-

APPENDIX C

21. What type of instructional system would you suggest in providing services outlined in the individual improvement plans? Any operational design and/or detail you could suggest would be helpful.

Response	Teachers	Advisors	Aides
Using appropriate LEP learning materials	2	-	-
More teacher contact	2	-	1
Hiring more bilingual/bicultural teachers and/or aides	2	-	-
Training regular teacher in teaching other languages	1	-	-
Parent involvement	1	-	1
Student progress file (portfolio)	1	-	-
One-on-one instruction	1	-	-
One bilingual class hour/day focused on surviving in content areas and building self-esteem and confidence	-	1	-
Centralized bilingual site	-	-	1
Emphasis on "non-subjective" subject matter	-	-	1

22. What additional approaches and/or materials would be needed to effectively provide instruction using individual improvement plans for Migrant/Bilingual education?

Response	Teachers	Advisors	Aides
Hire more bilingual/migrant teachers to increase student contact	3	-	-
Reading textbooks (more materials and games for classroom use)	1	-	2
Assign regular teacher complete responsibility for student's education	1	-	-
Preprimary high interest paperback/ trade books	2	-	-
Materials to be sent home to parents at child's appropriate level	1	-	1
Self-esteem development	1	-	-
Parent involvement	1	-	1
Design "New Strategic Plan" for minority students	-	1	-

APPENDIX C

23. In your opinion, what are the primary barriers to providing a better education to language minority students?

Response	Teachers	Advisors	Aides
Regular teacher unaware of student's background and how to be sensitive to student's need(s)	4	-	2
Use of labels related to stereotypes and cultural misunderstandings	1	-	1
Lack of parental support	1	-	1
Students lack self-esteem	1	-	-
"Ruts" that students get into to merely survive	1	-	-
Emersion is not possible	1	-	-
Not enough bilingual teachers/staff	-	1	1
Lack of support and commitment from administration	-	1	-
No real attempt to remove barriers from providing equal educational opportunity	-	1	1